



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 11391365  
SAU: Raymond School Department  
School: Jordan-Small Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

# SUMMARY OF SCORES

Test Date: March 2008

Grade: 7

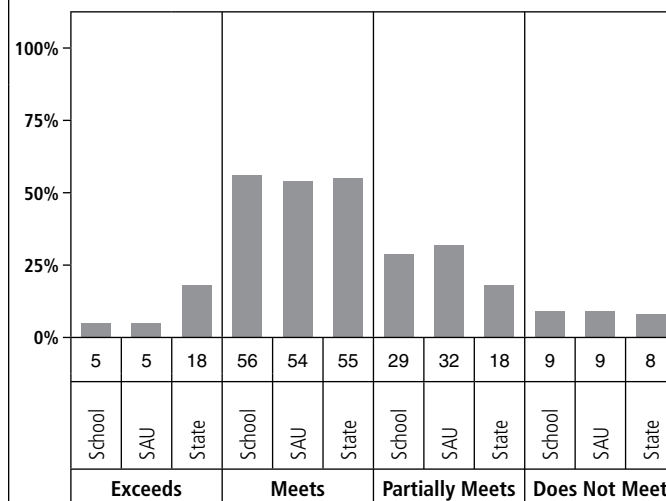
SAU: Raymond School Department

School: Jordan-Small Middle School

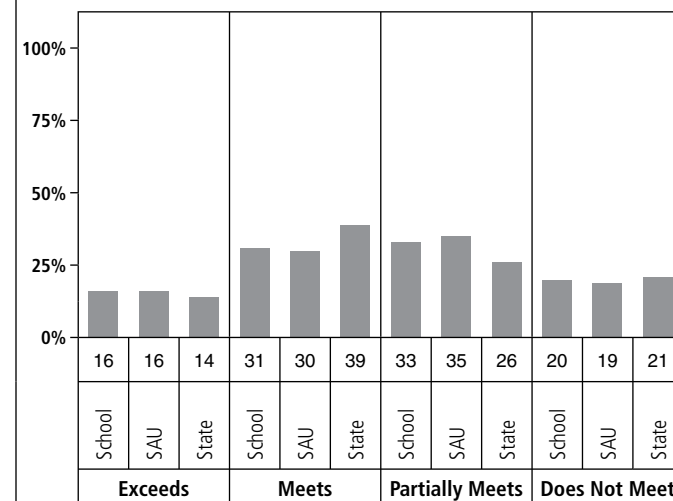
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	745	745	745
2006–2007	747	747	748
<b>2007–2008</b>	<b>744</b>	<b>744</b>	<b>750</b>
Cum. Avg. *	745	745	748
<b>Mathematics</b>			
2005–2006	746	746	740
2006–2007	745	745	742
<b>2007–2008</b>	<b>742</b>	<b>742</b>	<b>743</b>
Cum. Avg. *	744	744	742

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 7  
SAU: Raymond School Department  
School: Jordan-Small Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	57	100	59	100	14818	100	55	100	57	100	14698	99	55	100	57	100	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	1	2	1	2	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	177	100												
Caucasian/White	56	98	58	98	13927	94	54	100	56	100	13825	99	54	100	56	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	10	18	12	20	2556	17	9	100	11	100	2508	99	9	100	11	100	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	6	11	6	10	5461	37	6	100	6	100	5408	99	6	100	6	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	48	84	49	83	12195	82	48	84	49	83	12215	82												
Identified disability (PET/IEP)	2	4	3	6	418	3	2	4	3	6	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	1	2	1	2	181	1	1	2	1	2	182	1												
<b>Participation with accommodations</b>	7	12	8	14	2320	16	7	12	8	14	2303	16												
Identified disability (PET/IEP)	7	100	8	100	1912	82	7	100	8	100	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	2	4	2	3	27	0	2	4	2	3	28	0												
<b>Non-participation – other</b>	0	0	0	0	93	1	0	0	0	0	96	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Raymond School Department  
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	4	6	4	6	1769	11
	2006-2007	6	9	6	9	2630	18
	<b>2007-2008</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	13	7	13	7	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	34	55	34	54	7521	49
	2006-2007	41	59	41	59	7605	51
	<b>2007-2008</b>	<b>31</b>	<b>56</b>	<b>31</b>	<b>54</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	106	57	106	56	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	19	31	20	32	3773	24
	2006-2007	14	20	14	20	3000	20
	<b>2007-2008</b>	<b>16</b>	<b>29</b>	<b>18</b>	<b>32</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	49	26	52	28	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	5	8	5	8	2399	16
	2006-2007	8	12	8	12	1620	11
	<b>2007-2008</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>9</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	18	10	18	10	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	31.5	56.3	31.1	55.5	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.1	57.5	15.8	56.4	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	15.3	54.6	15.2	54.3	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Raymond School Department  
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	3	5	31	56	16	29	5	9	744	57	5	54	32	9	744	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	0										0						173	12	54	18	15	746
Caucasian/White	54	2	4	31	57	16	30	5	9	744	56	4	55	32	9	743	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	1	11	4	44	4	44	732	11	0	9	55	36	732	2330	2	30	36	32	735
No	46	3	7	30	65	12	26	1	2	747	46	7	65	26	2	747	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	0										0						342	8	46	22	24	741
No	55	3	5	31	56	16	29	5	9	744	57	5	54	32	9	744	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	6	0	0	2	33	3	50	1	17	739	6	0	33	50	17	739	5299	9	51	26	14	745
No	49	3	6	29	59	13	27	4	8	745	51	6	57	29	8	744	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	55	3	5	31	56	16	29	5	9	744	57	5	54	32	9	744	14514	18	55	18	8	750
<b>Gender</b>																						
Female	28	3	11	18	64	5	18	2	7	747	28	11	64	18	7	747	7084	24	55	15	6	752
Male	27	0	0	13	48	11	41	3	11	741	29	0	45	45	10	741	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	55	3	5	31	56	16	29	5	9	744	57	5	54	32	9	744	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	0										0						574	61	38	1	0	765
No	55	3	5	31	56	16	29	5	9	744	57	5	54	32	9	744	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 7  
 SAU: Raymond School Department  
 School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	16 47 31 5	0 2 1 0	0 8 6 0	3 13 13 2	33 50 76 67	2 10 3 1	22 38 18 33	4 1 0 0	44 4 0 0	737 746 747 742	18 47 30 5	0 7 6 0	30 48 76 67	30 41 18 33	40 4 0 0	736 745 747 742	6 50 40 4	9 17 20 19	42 56 58 49	24 19 16 21	25 8 6 11	741 750 752 749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	20 55 22 4	1 2 0 0	9 7 0 0	6 17 7 1	55 57 58 50	4 9 3 0	36 30 25 0	0 2 2 1	0 7 17 50	748 744 742 737	19 54 21 5	9 6 0 0	55 55 58 33	36 32 25 33	0 6 17 33	748 744 742 735	36 50 11 3	24 16 13 4	58 58 45 35	14 19 26 29	5 8 16 31	753 749 745 737
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	27 45 24 4	2 1 0 0	13 4 0 0	10 14 5 2	67 56 38 100	2 7 7 0	13 28 54 0	1 3 1 0	7 12 8 0	749 742 742 751	26 46 25 4	13 4 0 0	67 54 36 100	13 31 57 0	7 12 7 0	749 742 741 751	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	13 75 13	0 3 0	0 7 0	3 25 3	43 61 43	3 11 2	43 27 29	1 2 2	14 5 29	742 745 739	14 74 12	0 7 0	38 60 43	50 29 29	13 5 29	741 745 739	16 65 19	13 18 21	48 57 57	23 18 16	16 7 6	745 750 752
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	13 54 33	0 1 2	0 3 11	3 19 9	43 66 50	4 6 5	57 21 28	0 3 2	0 10 11	742 744 746	14 54 32	0 3 11	38 63 50	63 23 28	0 10 11	740 743 746	9 55 36	5 14 28	38 57 58	29 22 10	28 7 4	738 748 755
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	17 74 9	0 3 0	0 8 0	4 25 1	44 64 20	3 9 3	33 23 60	2 2 1	22 5 20	738 746 738	17 74 9	0 8 0	44 63 20	33 25 60	22 5 20	738 746 738	44 51 5	18 19 9	56 56 46	18 17 26	8 7 19	750 751 743
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	18 40 11 31	0 1 2 0	0 5 33 0	6 17 3 5	60 77 50 29	3 4 1 8	30 18 17 47	1 0 0 4	10 0 0 24	744 748 754 737	18 39 12 32	0 5 29 0	60 77 43 28	30 18 29 50	10 0 0 22	744 748 750 736	17 45 13 24	25 22 14 8	57 56 56 53	13 16 21 26	6 6 9 13	753 752 748 745
<b>Optional school/SAU question</b> A. B. C. D.	0 0 100 0			0 0 0 0		1	100	0	0	738	0 0 100 0		0 0 100 0		0	738						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Raymond School Department  
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	11	18	11	17	1646	11
	2006-2007	10	14	10	14	2142	14
	<b>2007-2008</b>	<b>9</b>	<b>16</b>	<b>9</b>	<b>16</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	30	16	30	16	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	30	48	30	48	5497	36
	2006-2007	34	49	34	49	5642	38
	<b>2007-2008</b>	<b>17</b>	<b>31</b>	<b>17</b>	<b>30</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	81	44	81	43	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	12	19	13	21	4514	29
	2006-2007	16	23	16	23	4077	27
	<b>2007-2008</b>	<b>18</b>	<b>33</b>	<b>20</b>	<b>35</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	46	25	49	26	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	9	15	9	14	3797	25
	2006-2007	9	13	9	13	3001	20
	<b>2007-2008</b>	<b>11</b>	<b>20</b>	<b>11</b>	<b>19</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	29	16	29	15	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.1	56.9	9.1	56.9	8.8	55.0
Cluster 2: Shape and Size	14	25	5.3	37.9	5.3	37.9	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.5	43.8	3.4	42.5	3.5	43.8
Cluster 4: Patterns	18	32	7.5	41.7	7.3	40.6	7.9	43.9

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Raymond School Department  
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	9	16	17	31	18	33	11	20	742	57	16	30	35	19	742	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	0										0						175	9	32	30	29	737
Caucasian/White	54	9	17	16	30	18	33	11	20	742	56	16	29	36	20	741	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	2	22	1	11	6	67	725	11	0	18	27	55	726	2321	2	16	26	55	727
No	46	9	20	15	33	17	37	5	11	745	46	20	33	37	11	745	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	0										0						356	7	23	24	45	731
No	55	9	16	17	31	18	33	11	20	742	57	16	30	35	19	742	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	6	0	0	0	0	4	67	2	33	725	6	0	0	67	33	725	5301	5	31	31	33	736
No	49	9	18	17	35	14	29	9	18	744	51	18	33	31	18	743	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	55	9	16	17	31	18	33	11	20	742	57	16	30	35	19	742	14517	14	39	26	21	743
<b>Gender</b>																						
Female	28	3	11	9	32	11	39	5	18	740	28	11	32	39	18	740	7086	14	40	26	20	743
Male	27	6	22	8	30	7	26	6	22	744	29	21	28	31	21	743	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	55	9	16	17	31	18	33	11	20	742	57	16	30	35	19	742	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	0										0						575	64	31	3	1	765
No	55	9	16	17	31	18	33	11	20	742	57	16	30	35	19	742	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Raymond School Department  
School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	16	2	22	2	22	2	22	3	33	737	18	20	20	30	30	737	6	7	29	26	37	734
B. less than one hour	47	4	15	9	35	10	38	3	12	744	47	15	33	41	11	743	50	13	39	26	22	742
C. one to two hours	31	3	18	6	35	4	24	4	24	743	30	18	35	24	24	743	40	15	42	26	17	744
D. more than two hours	5	0	0	0	0	2	67	1	33	732	5	0	0	67	33	732	4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	35	6	32	10	53	2	11	1	5	755	33	32	53	11	5	755	32	21	40	23	16	747
B. They match some of what I have learned.	35	2	11	3	16	9	47	5	26	736	33	11	16	47	26	736	50	12	42	27	19	743
C. They match just a little of what I have learned.	25	1	7	4	29	6	43	3	21	737	26	7	27	47	20	737	15	7	32	31	30	737
D. There is no match.	5	0	0	0	0	1	33	2	67	719	7	0	0	50	50	722	3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	5	33	7	47	3	20	0	0	754	26	33	47	20	0	754	25	34	42	13	11	753
B. good	42	4	17	3	13	11	48	5	22	737	40	17	13	48	22	737	47	10	45	27	18	743
C. fair	27	0	0	7	47	3	20	5	33	739	30	0	41	29	29	738	23	3	30	36	32	735
D. poor	4	0	0	0	0	1	50	1	50	728	4	0	0	50	50	728	5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	29	1	6	3	19	7	44	5	31	733	32	6	17	50	28	733	36	6	38	29	27	738
B. about the same as my regular schoolwork	42	3	13	7	30	8	35	5	22	740	40	13	30	35	22	740	53	13	42	27	18	744
C. easier than my regular schoolwork	29	5	31	7	44	3	19	1	6	753	28	31	44	19	6	753	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	24	2	15	3	23	5	38	3	23	738	23	15	23	38	23	738	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	70	7	18	14	37	11	29	6	16	745	71	18	35	33	15	744	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	0	0	1	33	2	67	720	5	0	0	33	67	720	5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	9	0	0	1	20	2	40	2	40	732	9	0	20	40	40	732	9	15	37	25	23	742
B. two or three days a week	42	3	13	9	39	8	35	3	13	744	40	13	39	35	13	744	20	13	41	26	20	743
C. two or three times each month	35	5	26	7	37	4	21	3	16	747	33	26	37	21	16	747	30	15	40	27	18	744
D. never or almost never	15	1	13	0	0	4	50	3	38	730	18	10	0	60	30	731	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	67	9	24	13	35	8	22	7	19	745	65	24	35	22	19	745	20	17	39	23	22	744
B. two or three days a week	18	0	0	3	30	6	60	1	10	739	19	0	27	64	9	739	29	16	40	25	19	744
C. two or three times a month	2	0	0	1	100	0	0	0	0	742	2	0	100	0	0	742	26	13	40	28	20	743
D. never or almost never	13	0	0	0	0	4	57	3	43	729	14	0	0	63	38	729	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	2	100	0	0	0	0	746	4	0	100	0	0	746	8	7	32	26	35	736
B. 30–45 minutes	19	0	0	1	10	5	50	4	40	730	20	0	9	55	36	730	41	12	38	27	23	741
C. 45–60 minutes	63	8	24	12	35	8	24	6	18	745	63	23	34	26	17	745	41	17	42	24	16	745
D. more than 60 minutes	15	1	13	2	25	4	50	1	13	743	14	13	25	50	13	743	10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	734	100	0	0	100	0	734						
D.	0										0											